DOCUMENT RESUME

ED 258 611 JC 850 269

TITLE Houston Community College System Minorities Transfer Opportunities Program.
INSTITUTION Houston Community Coll. System, Tex.
SPONS AGENCY Ford Foundation, New York, N.Y.
PUB DATE [84]
NOTE 12p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Articulation (Education); Community Colleges; Educational Counseling; *Minority Groups; Student Personnel Services; Student Recruitment; *Transfer Programs; Two Year Colleges; *Two Year College Students
IDENTIFIERS *Urban Transfer Opportunities Program

ABSTRACT

A description is provided of the Houston Community College System's Minority Transfer Opportunities Program, a special effort to facilitate the transfer of minority students to four-year institutions through academic advisement and support services assistance. After introductory material outlines the purpose and objectives of the program, the next sections describe the two campuses selected for the implementation of the project (i.e., the Barbara Jordan and Milby campuses, which have large minority enrollments and which function only as evening campuses); and explain the criteria used to select 50 Hispanic and 60 Black students for participation in the project. Next, services provided for the students are reviewed, including the development of personalized academic advisement plans and career profile plans, individual meetings with the counselor/manager to discuss problems and concerns, and maintenance of a student profile folder. Next, the report discusses achievements with respect to the five objectives of the program: (1) improve student self-esteem; (2) have 80% of the participants declare a major and file a degree plan emphasizing transfer; (3) promote student participation in out-of-town, campus-centered activities; (4) successful transfer of students to senior institutions; and (5) develop a joint enrollment plan with the University of Houston. The following sections then highlight pending activities: the role of the advisory committee; the evaluation process; changes in the program and staffing; plans for institutionalizing the program; and conclusions. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED258611

HOUSTON COMMUNITY COLLEGE SYSTEM

MINORITIES TRANSFER OPPORTUNITIES PROGRAM

HOUSTON COMMUNITY COLLEGE SYSTEM
HOUSTON, TEXAS

FUNDED UNDER A FORD FOUNDATION
URBAN COMMUNITY COLLEGES
TRANSFER OPPORTUNITIES PROGRAM GRANT

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. P. Whiteley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HOUSTON COMMUNITY COLLEGE SYSTEM
MINORITIES TRANSFER OPPORTUNITIES PROGRAM

INTRODUCTION

The Houston Community College System (HCCS), a public two-year educational institution, offers a broad spectrum of life-long educational opportunities which include Occupational/Technical Education, College Parallel Courses, and Adult and Continuing Education. The purpose of the College is to provide educational opportunities for students in the Houston area who desire or need its services.

Many of the students at HCCS are first generation collegiants who lack direction because of limited educational exposure. These students need an awareness of what is involved in pursuing a baccalaureate degree; such as declaring a major, setting career goals, and exploring the availability of campus student support services. The College has made special efforts to meet the educational needs of the minority students.

As part of the College's continuous effort to assist in mainstreaming minority students into four-year institutions, HCCS was awarded a $25,000 grant from the Ford Foundation to develop and implement a Minorities Transfer Opportunities Program for 100 minority students. The purpose of the program was to facilitate the transferability needs of these students by providing them with academic advisement and support service assistance.

THE TRANSFER PROGRAM 1983-84

The College selected two of the 28 HCCS campuses for implementation of the Minorities Transfer Opportunities Program because of their large minority population of Blacks and Hispanics. The Barbara Jordan and Milby Campuses with an average enrollment of 1,200 students each, function only as evening campuses with an emphasis on academic programs. The vast majority of the students at both campuses work full time and attend school on a part time basis.

Student Description

A total of 110 students were selected by the Program Counselor/Manager to participate in the Minorities Transfer Opportunities Program, of which 50 were Hispanics and the remaining 60 were Black. The criteria for selecting the students was based on academic achievement, educational interest, and commitment. A general information profile was established on each student which provided the College with the breakdown which is included in the appendix (i).

Although the program goal was designed to accommodate a total of 100 students, the Counselor/Manager superseded this goal by 10 additional participants. This decision was attributed to the students' high level of interest and need.

After the selection process was completed, an academic advisement plan was devised for each student with consideration of the student's needs, such as values clarification, goal setting, interest inventories, career information, and other related interests. In addition, a career profile plan was also developed to further assist the student on exploration of career goals and choices. The Counselor/Manager met with all student participants at least once a month on an individualized basis to discuss problems and concerns, and to reassess educational and career profile plans. A student profile folder was developed and maintained for each participant. The folder consisted of the following items: 1) pre-assessment results, 2) academic advisement plan, 3) career profile plan, 4) progress notes, 5) degree plan, 6) student questionnaire, and 7) any other related materials, such as transcripts, reading assessment results, copies of financial forms, and so forth. About 65 per cent of the student participants attended seminars and/or workshops presented by faculty and staff representing senior institutions, University of Houston-University Park, Texas Southern University, Prairie View A & M, and University of Houston-Clear Lake.

Achievement of Objectives

Objective 1

By August 31, 1984, 80 per cent of student participants will increase their self-esteem by providing them a comprehensive academic and career counseling program based on individual and group activities. The objective will be measured by a pre/post self-concept scale.

Achievement:

The Edwards Personal Preference Scale was chosen as the instrument to serve as a pre/post self concept scale. To date, 82 per cent of the students agreed to have the scale administered. In addition, the students have had seminars and individualized counseling sessions on such topics as values clarification, goal setting, decision making, and career choices. The Edwards Personal Preference Scale is scheduled to be re-administered by July 20, 1984. On August 1984, the pre/post results will be assessed to determine any significant changes regarding the student's self concept.

Objective 2

By August 31, 1984, 80 per cent of the minority student participants who receive academic advisement will have declared a major field of study and will have filed a degree plan with emphasis on transferring to a four-year institution.

Achievement:

Student participants have attended seminars on decision making and career choices. To date, 94 per cent of the students have declared a major and have

filed an educational degree plan with emphasis on transferring to a senior institution. This plan was devised in collaboration with the Counselor/Manager and the student, and then entered into the Intergrated Student Information System (ISIS).

Objective 3

By August 31, 1984, 80 per cent of the student participants will increase their selection opportunities to senior institutions by participating in several local and out-of-town campus centered activities (e.g. seminars, speaker forums, media presentations, buddy system, joint enrollment, and video production).

Achievement:

Students attended field trips to local and out-of-town senior institutions, such as Texas Southern, Prairie View A & M, University of Houston-Clear Lake, and University of Houston-University Park. The on-site campus visits provided student participation in seminars, speaker forums, media presentations, campus tours, and other related activities. Students unable to attend the trips were able to re-schedule some of the above activities at a later date. About 70 per cent of the student participants have been able to attend at least one trip.

The buddy system was initiated with ex-HCCS students presently attending University of Houston-University Park (UH-UP). The ex-HCCS students were identified with the assistance of faculty and staff at UH-UP. In conjunction with UH-UP, a letter was sent to the UH-UP students explaining the buddy program. Because the number of ex-HCCS minority students was small, the total number of buddies recruited from UH-UP was 27. Each buddy was assigned two or three HCCS students. In addition, Prairie View A & M also established a buddy system for the HCCS students. Prairie View recruited 10 students, and each buddy was assigned one or two students. Activities included an on-campus meeting, invitations to campus activities, and many telephone conversations.

The video production is now in the final stage of being edited. Completion is scheduled for later this month. The main focus of the video entailed the idea of the buddy system and how the Transfer Program will begin a never ending cycle of ex-HCCS students becoming buddies to presently enrolled HCCS students. The video discusses some of the fears of the ex-HCCS student, as well as the transfer process required for becoming a student in a senior institution.

Objective 4

By August 31, 1984, 80 per cent of all graduating minority participants will have applied and successfully transferred from HCCS to senior institutions.

Achievement:

Eight students out of the 110 total participants will be graduates of HCCS by August 31, 1984. Of the eight graduates, five will be receiving an Associate of Arts degree and three will be receiving an Associate of Applied Science degree. The five graduates with A.A. degrees have applied and have been accepted by a senior institution. Of the three graduates with A.A.S. degrees,

one has applied and has been accepted by a senior institution. Since 70 per cent of the student participants were exposed to the senior institutions, 20 per cent decided to apply and were accepted by a senior institution. Although these students have not completed an Associate of Arts degree, they have gone through the actual experience of applying to a senior institution by submitting transcripts, applications, financial aid forms, etc. and being rewarded with a letter of acceptance.

Objective 5

By August 31, 1984, the College will initiate and implement a joint enrollment program with UH-CC, now known as UH-UP, that will provide at least 30 per cent of the students with on-site campus academic credit.

Achievement:

Presently, HCCS and UH-UP are working jointly in the planning and implementation of an on-site social science course. The course, Introduction to Cultural Anthropology to be offered at UH-UP, will enable the students to receive course credit from UH-UP. This course will involve informal classroom discussions focusing on the students' perceptions and experiences of campus-centered life.

Activities Pending

June 16, 1984	University of Texas-Austin Field Trip
June 21, 1984	Career Day (Barbara Jordan)
July 13, 1984	Edwards Personal Preference Scale Re-administered (Barbara Jordan)
July 20, 1984	Edwards Personal Preference Scale Re-administered (Milby)
July 26, 1984	Career Day (Milby)
July 31, 1984	Final Evaluation (All students)

Ford Advisory Committee

An Advisory Committee, consisting of 16 members, was established during the initial phase of the program. The committee consisted of HCCS faculty and staff, HCCS graduates, and representatives from the senior institutions. The group members met with the Counselor/Manager once a month to discuss and evaluate the level of progress of the Minorities Transfer Opportunities Program. The committee provided the Counselor/Manager with feedback on how to better improve the program activities. A successful outcome of the committee was the articulation agreement between HCCS and Texas Southern University. Since HCCS had been working on this agreement for several years, this was a major accomplishment for the College. Presently, Prairie View A & M is working toward an articulation agreement with HCCS.

Evaluation Process

One of the primary tasks of the Ford Advisory Committee was to assist in the quality control of the Transfer Program. The committee regularly discussed the status of the objectives as stated in the proposal, as well as alternatives for eliminating any obstacles encountered.

Changes

A. Program

Midway through the program, the Counselor/Manager found it necessary not only to measure the student's self concept, but also the academic success at HCCS. The Nelson-Denny Reading Test, which assesses the student's basic reading skills, was administered to 50 per cent of the student participants. The HCCS Learning Assistance Center was responsible for administering and evaluating the test results, while the Counselor/Manager was responsible for interpreting the results to each student. Each student received a profile of his/her results, and thereafter, a plan of action was devised to assist the student in improving his/her reading skill before transferring to a senior institution. (Further assessments are planned in the areas of math, writing skills, and English).

To strengthen the visibility and creditability of the program, the Counselor/Manager designed a monthly bulletin informing students of important activities at HCCS and of any changes made by any senior institution that would affect the transferring student.

B. Staffing

The campus counselors (1 from Milby and 1 from Barbara Jordan) assisted the Counselor/Manager in the planning and implementation of the seminars, workshops, and career presentations. Four hours a week were contributed by both counselors.

The Counselor/Manager also received assistance from the clerical staff, who assisted the Counselor/Manager with making student phone calls, typing letters, mail outs, copying, setting up equipment, and so forth. The clerical staff contributed 6 hours a week.

Both campus Directors were very supportive of the program and provided the Counselor/Manager with the resources that were needed.

Plan for Institutionalizing

Ms. Tina Reyes, HCCS Board Trustee, stated that "the Transfer Program has 100 per cent support from the HCCS administration and the Board of Trustees". The program was initiated based on the need of minority students of HCCS students who lack the information to understand the opportunities at the four-year universities. The HCCS student who has a desire for an advanced education but who is unable to transfer to a senior institution, is an issue that the HCCS administration and Board of Trustees have addressed by offering their support.

Conclusion

The Transfer Program has brought an awareness of transferability from community colleges to universities to the faculty, staff, and students of the Houston Community College System. Many students are now inquiring about the program and are waiting to be added to the list of participants. Most important, the Transfer Program has established lines of communications with several senior institutions within the Houston area and the state of Texas.

Several senior institutions, including University of Houston-Clear Lake, University of Houston-University Park, and Prairie View A & M have committed themselves to assisting HCCS with the transfer program by providing HCCS with statistics on students entering their institutions and by working together with HCCS to establish a follow-up system with those students who register on their campus. Texas Southern University, the University of Texas has joined with the other cooperating institutions to provide field trips to their campus for our students and provide buddies for the program.

The magnitude of the objectives of the Transfer Program for Minorities, however, precludes the solution of the problems in one year. The three year program we recommend would be an action program in which a select number of minority students would become more knowledgeable about their options for advanced education. The accompanying study would provide information for all educational institutions on the methods and procedures necessary for minority students, with educational and cultural deficiencies, to use the community colleges as a transfer point into a senior institution.

Based on the 110 student participants, it has become apparent that minority students need additional information and resources if they are to continue their education at a senior institution. Seventy-five per cent of the total participants of the 1983-84 Transfer Program had never visited a senior institution and 60 per cent had never spoken to a counselor about transferring to a four-year university; 90 per cent had never taken an interest inventory, or had discussed career choices with anyone. Most alarming, 70 per cent had not visited the counselor's office, had not discussed a degree plan with a counselor, or had not declared a major; 85 per cent had never investigated the possibility of seeking financial assistance to pursue their studies. In conclusion, HCCS realizes that a program is needed to reach out to the minorities if it is to teach the process of transferability.

PROPOSAL

If funded, HCCS will continue the services that have been provided for 100 minority students attending the Milby and Barbara Jordan campuses and will add 100 students from the HCCS Central campus, which is primarily a daytime campus with a large minority population. Emphasis of the 1983-84 grant was on the student attending college at night and working full time jobs. Emphasis next year will be on the needs of the full time student as compared to the part time student. The objective is to compare the success rate between the two groups, in terms of transferability to senior institutions.

Objectives of the grant will be the following:

1. To serve 200 minority students; 100 part time students and 100 full time students.

2. To assess the 200 students in the areas of reading, math, writing and English skills.

3. To continue to implement the buddy system with senior institutions and student participants.

4. To provide students with assistance in basic skills by providing them with individualized programs.

5. To provide the students with a short-term computer literacy course.

6. To provide students with seminars and workshops on study skills, testing skills, time management skills, and other related topics.

The accomplishments of these objectives will be: 1) to provide the minority students at a community college with a sense of attachment to a senior institution with the continued implementation of the buddy system, 2) to address the basic skills abilities of the students by assessing them in the areas of reading, writing, math, and English, and 3) to provide the minority students the opportunities to improve in areas that they are deficient.

The Transfer Program at Houston Community College "has only touched the tip of the iceberg", according to University of Houston Professor and Dean of Students, Dr. Gerald Osborne. "The program has addressed the issue of transferability to senior institutions by working with the students and meeting with university representatives, and other problems have surfaced. Some of the problems are lack of financial resources for students pursuing their education, lack of proper basic skills, lack of information concerning transferability of courses, and no peer or family ties with a University. Because of the limited amount of time that HCCS has had the program, no solutions have been reached at this time."

It is evident that minorities are not entering senior institutions. According to a report, "Minorities in Higher Education", compiled by the American Council on Education, approximately 50 per cent of Hispanic students drop out of school; only 7 per cent of Hispanics in the United States finish college, compared to 12 per cent of Blacks and 23 per cent of Whites; and nearly 18 per cent of Hispanics aged 25 and older are classified as functional illiterates, compared to 10 per cent of Blacks and 3 per cent of Whites.
To bring the issue closer to home, the University of Houston-University Park (UH-UP) and the University of Houston-Clear Lake (UH-CLC) provided HCCS with statistics that intensify the need for the Transfer Program. (See appendix ii)

Senior institutions do not have the facilities and systems to address the needs of the minority students transferring into their institutions; therefore, many are not able to make a smooth entry into a four-year university. The Houston Community College System is prepared to help the students academically and to assure that they have an opportunity to learn. It is the only type of educational institution that is accessible to the minority students who might have social, financial and academic barriers to entering the University. Therefore if the community colleges fail, the opportunities for minorities to obtain an education from a four-year institution will be almost non-existent.

There now exists a sincere commitment among HCCS and the senior institutions of this county and many in the State. Given enough time, HCCS and the cooperating senior institutions will find the solutions needed to increase the opportunities for minorities transferring to senior institutions

I.	Total number of students	110
	Barbara Jordan	55
	Milby	55
II.	Sex	
	Male	33
	Female	77
III.	Ethnicity	
	Black	60
	Hispanics	50
IV.	Semester Credit Hours	
	00 - 15	21
	16 - 30	33
	31 - 45	17
	46 - 60	39
V.	Age	
	00 - 18 years	16
	19 - 28 years	57
	29 - 38 years	28
	39 - 48 years	07
	Over 48 years	02

UH-UP undergraduate enrollment statistics for 1983-84:

Whites	12,682
Blacks	2,391
Hispanics/Chicanos	1,444
Orientals	1,551
American Indians	86
Foreigners	1,468
Other	1,046
TOTAL ENROLLMENT	20,678

In addition, GPAs for Black and Hispanic students as compared to White students were as follows:

Whites	2.48
Blacks	1.83
Hispanics/Chicanos	2.18

Statistics for HCCS students currently enrolled at UH-UP for the Spring Semester, 1984, were as follows:

Blacks	121
Hispanics/Chicanos	47
Other	932
TOTAL HCCS ENROLLMENT	1,100

GPA breakdown for the above minority students were as follows:

GPA 2.0 and above	
Blacks	52
Hispanics/Chicanos	36
GPA below 2.0	
Blacks	39
Hispanics/Chicanos	08
New and no GPA	
Blacks	29
Hispanics/Chicanos	03
Post Baccalaureate	
Blacks	01
Hispanics/Chicanos	00
TOTAL	168

In addressing another senior institution, University of Houston-Clear Lake provided HCCS with the following statistics based on the Fall enrollment of 1982:

TOTAL ENROLLMENT	6,580
TOTAL MINORITY ENROLLMENT	886
Blacks	328
Hispanics	288
American Indians	22
Asians	248

With HCCS' request, an effort was made on March 22, 1984, to determine the number of HCCS students currently enrolled at UH-Clear Lake. The figures were the following:

Total HCCS Students Enrolled	66
Total HCCS Minorities Enrolled	06